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EDITORIAL BY MONSIEUR EDOUARD MOROT-SIR

Cultural Counselor
Representative in the United States of French Universities

We would first like to extend our most sincere thanks to the numerous persons who wrote to us after the publication of the first issue of "Education in France." Their encouragement, suggestions, criticisms, and their requests for information were most welcome. Contact between the readers and ourselves has already been established. We hope that it will become even more widespread and varied. We shall attempt to satisfy the wishes of our readers.

In the second issue, we are continuing our study of the spirit of reform, which is a source of inspiration and new activity in French schools and universities today. This issue opens with the speech delivered by Rector Sarrailh at the ceremony opening the academic year at the University of Paris. His words remind us that the role of the educator is not only to instruct, but above all to train moral, thinking human beings.

Included, too, are excerpts from a study made by Rector Capelle, the director of the newly created Institut des Sciences Appliquées (Institute for Applied Sciences) in Lyon, a school which aims to find a solution in the near future to a most important problem, that of the recruitment and training of engineers. This school will also aid in the task of selection, which for many years has been done by the scientific "Grandes Ecoles", such as Ecole Normale Supérieure, Ecole Polytechnique, etc.

The theoretical importance of education problems has been recognized through all time. However, it is probable that our age, more than any other, has a sharp realization of the profound relationship between education and politics, or, in other words, between the formation of minds and the art of guiding peoples. The reason for this new situation is simple: the life of a people, its material advantages and its security is a direct result of scientific progress and this latter is a direct result of education.

Thus, there are two general problems in scientific education, one political, the other cultural. The first is the problem of the organization of scientific co-operation between allied peoples. The second concerns the improvement of various techniques which contribute to scientific training. These two problems are separate. From a purely political point of view it would seem that the first one is more urgent than the second. In reality, both have the same social importance and the same urgency.

In France as elsewhere, statesmen and teachers know that they must find an immediate answer for two questions, one quantitative, the other qualitative. They are to produce a greater number of researchers and engineers and to train minds and thus to create the kind of material, intellectual, and social conditions which are conducive to scientific discovery. As we observe these problems more closely, we see that both the qualitative and quantitative questions are in reality aspects of one central pedagogical problem.

Today we are very preoccupied by the problem of recruiting science teachers and of changing the program of studies in scientific subjects. Yet, there is too another problem which is certainly as serious and which concerns scientific teaching. It is how to prepare young minds to use the methods and techniques of scientific thought, and then how to maintain a link between classical science, which is the object of teaching, and science, which is in a perpetual state of change. Too often, educators are content to take an extremist position, sometimes conservative, sometimes ultra-revolutionary. The real pedagogical problem is that of the relationship between two forms of thought, one stabilized, the other in movement. It is inevitable that there be a difference between these two forms of thought, but it must not become too large. Our youth must be given access to the newest ideas at the right moment, neither too early nor too late. They must be prepared for them gradually and from the early days of learning.

From this one can derive an important rule for modern teaching. All reform in methods of scientific education, from mathematics to the most specialized applied sciences, requires the co-operation of the finest specialists. It is with this realization that France is combatting the threat of two schisms, one between research and teaching, the other between teachers and specialists.

Almost a century ago, Victor Duruy, one of the greatest Ministers of National Education France has ever had, asked for the creation of a new system of education adapted to the progress in industrial and technical life. Even before him, in 1830, Auguste Comte gave the philosophical bases for a reform in human spirit linked to scientific evolution. What was in that time only a philosophic dream or a prediction for a far distant future has become, for us, a question of vital importance.

Ed. Morel-Py

Meilleurs voeux

NEWS SUMMARY

Speech delivered by Mr. Sarrailh, Rector of the University of Paris: on the occasion of the ceremonial opening of the University, Mr. Sarrailh delivered a speech on the following subject: "The mission of the University is not only to instruct, but to be a conscience and to shape consciences". page 5.

A National Institute of Applied Sciences at Lyon: the opening of this Institute was decided upon after the envisaged reforms in the organization of scientific training and the recruiting of engineers. Mr. Capelle, the Rector, who was appointed Director of the Institute, explains in his speech the aims of the creation of this establishment. page 10.

Medical Studies - Reform: an important project of reform of medical studies has been presented to the interested Ministers. The chief purpose is to reinforce the link between the University and the Hospital. page 14.

A new Science Faculty Building: a new Science Faculty Building was inaugurated at the University of Dijon. During the celebration, many personalities received the title of Doctor "honoris causa", including Mr. J.W. Fulbright, Senator from Arkansas. At the ceremony, Mr. Billères, Minister of National Education, announced the creation of several establishments designed for higher scientific education. page 21.

Seen in the press: The newspaper Le Monde published a communication from Mr. Lichnerowicz, professor at the College of France, on the subject of suggestions made by the National Movement for the Scientific Development in regard to education. page 24.

DAKAR, State University: The Institute of Higher Learning in Dakar has been transformed by a recent decree to a State University, functioning on the same statutes as the universities of metropolitan France. page 28.

In the plan of reform: In order to make the foreseen reform effective on a level with higher studies education, some important modifications have been made in the programs of secondary education and principally in the physical science programs. See page 30. These new programs are for preparatory classes for the "baccalauréat" degree.

Special examination reserved for foreign students: The foreign students who do not have the equivalent diplomas required of French students for entrance to the universities and institutions of higher learning, can submit proof by taking a special revised examination. page 44.

Exchanges and trips: On page 49 is a list of the associations in France organized for the exchange of elementary, high school and university students, with the purpose of aiding professors and students. The "Office du Tourisme Universitaire" is organizing an experimental trip, France - Italy, for the summer of 1958. page 47.

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CEREMONIAL OPENING OF THE UNIVERSITY OF PARIS

Excerpts from the speech made by the Rector, M. Sarrailh

From left to right: M. Billères, Ministry of National Education, M. René Coty, President of the French Republic, M. Sarrailh, Rector of the University of Paris.

The traditional ceremonial opening of the University of Paris took place in the great hall of the Sorbonne on November 7, 1957. M. René Coty, President of the French Republic, attended the ceremony and was welcomed by the Rector, M. Sarrailh, the Deans of Faculties and a number of Academicians. The degree of Doctor Honoris causa was conferred on nine foreign scientists, including Professor A. Noyes of the University of Rochester, United States.

M. Sarrailh in his speech, emphasized that the role of the University was not only to provide instruction, but "to be a conscience and to shape the conscience of its students". Limited space unfortunately prevents us from giving more than excerpts from this long and interesting speech. We hope our readers will forgive us for making some necessary cuts.

....."Finally, a real reform of science education has begun, the original impetus coming from some young scientists. Their revolutionary ideas were taken up by their colleagues of all the university faculties, were warmly received by the administration and were put into effect by a Minister of National Education who is conscious of our present day needs. It is not for me to outline this program, but I would like to point out that at the beginning of 1958, six scientific schools will be founded, modeled on the technical schools which I envied so much as I traveled abroad. Our "grandes écoles" are supposed to play a role similar to that of these technical institutions, but no valid comparison is possible, for the number of engineers formed by our "grandes écoles" is notoriously insufficient. Yet, how many fine students can be found among those who are not admitted to the "grandes écoles" and who subsequently receive a "licence" in science. Nor should we neglect the fine training offered by the technical branch of our educational system, a branch whose merits are all too rarely recognized. Did not the top two students in the 1957 agrégation contest in mathematics receive their initial training in this technical branch? There is no doubt that this section of our educational system aids in training the modern minds which France needs today, and that courageous professors will bring forth the finest students from all corners of the university scene and guide them to the new scientific training centers.

We should note, too, that the University is by no means aloof. It is receptive to the world of industry and many contacts have been established between industrialists and members of the University. The conferences at Caen and Grenoble and many valuable and informative private discussions have shown that there is a general desire for a cordial and fruitful co-operation.....

But is this the full extent of our task? Our answer to the humorist who asked what professors were for and was told "to train other professors" must not be: "to train large numbers of engineers. Far from it.

The essential task of the University, once its role if instructor is fulfilled, is to train men of character, worthy of their country and of the great brotherhood of human beings which it is the duty of all of us to promote. The greatest task of the University is to serve as a conscience and to form the consciences of those it teaches.

The University serves as a conscience when it draws attention to some danger, when it demands the reorganization of some obso-

lete scientific structure dating back to the Napoleonic era, when it points to the danger of producing too many students of rhetoric in an age of great inventions, or to the danger of being overwhelmed by a technique which is not kept well under control by the exercise of a firm judgment. I like to hear the learned men of today echo the words of Montaigne and Rabelais who knew full well that "what we must find out is not who is the most learned, but the best learned, who has been improved and made wiser through study". I like to hear a humanist remind us that all progress may become a danger, that technocracy would be the worst of evils, that the tremendous forces created or let loose by science are nothing but robots and that we must incorporate and maintain them, as Pierre Auger said, "in the ranks of the servants" working for a better humanity.....

Some may think that this is megalomania, that the scientist should remain in his laboratory, the professor in his study, and that the men of action should deal with life and its turmoils. But I refuse to recognize such watertight compartments. I claim for the University the right to make its voice heard on weighy matters which affect the nation, and I think that its members are capable, if they want to, of taking effective action, just as capable, in fact, as those who only too often confuse action with agitation.

Indeed, I think that the philosophers, physicists and scholars of today are no less deserving than they were in the days of Thales and Archimedes, and that it is this elite which keeps up our country's prestige beyond our borders. I believe that disinterested research is a long-term investment, that every discovery needs thousands of hours of patient and stubborn effort and, let us face it, that it takes longer to produce baby moons that just plain babies.

I repeat, gentlemen, that I have faith in the ability of our teachers and intellectuals, who are so much looked down upon by some, to train a new generation.

What are these young people to be taught? What must they learn to love and to pursue before all else? First of all, freedom of the mind, the touchstone of human intelligence, without which that intelligence cannot function effectively. Secondly, they must have a love of truth transcending all prejudices and passions, all lies and State interests. Finally, they must learn to respect all other opinions and all nations, the solidarity which binds all men, whatever their race, origin and color, and the responsibilities which that feeling of solidarity imposes upon all of us.

I do not doubt for a moment that our youth can learn these serious lessons. I have faith in our young people despite their confusion, despite the mal du siecle, which they have so clearly described in some of their best works, a mal du siecle for which there is even greater justification, if we consider the disasters and the national and international events we have lived through, than there was for the one which afflicted our young romantics after the fall of Napoleon.

True, our young people are now in a state of revolt and despair, but that is only a phase through which they must pass. For most of them a period of stoical acceptance of the inevitable will follow, a time of action when, rising above man's petty weaknesses, they will give proof of devotion to and collaboration with their fellowmen. What other proof do we need of what I am asserting than the trememdous popularity of the works of Albert Camus, a master whose integrity in all he does is such that even his opponents respect him, and who teaches not only through the strength of his finely-phrased thinking but also through his own example.

My dear students, one of the heroes of Romain Gary's "Les Racines du Ciel" recalls the desperate efforts of a prehistoric reptile, who by dint of moving out of the mud into the air where it couldn't breathe, came one day to have lungs. And he recommends the same kind of perseverance to man, the same kind of untiring efforts and incessant new beginnings after failures so that one day he too may obtain the organs necessary for dignity and fraternity.

....."I shall never alter men", says Camus somewhere, "but I must act as if I could....." You will all act as if you could, my young friends, for I am sure that no effort to promote the brotherhood of men, justice and liberty is ever entirely vain."

Ceremonial opening of the University of Paris in the great hall of the Sorbonne
on November 7th, 1957.

THE NATIONAL INSTITUTE OF APPLIED SCIENCES OF LYONS

Summary of a speech made by the Rector M. Capelle

The National Institute of Applied Sciences at Lyons (Institut National des Sciences Appliquées de Lyon) was established by the Law of March 18th, 1956. Its aim is to increase as rapidly as possible the number of engineers, research workers and technicians, which at present is inadequate to cope with the economic expansion that has taken place in France. The following summary of the speech made by the Rector, M. Capelle, who was appointed in May 1956, should give some idea of the nature of this Institute:

The purpose of the new Institute is "to train technicians and to co-operate with industry in studying industrial problems. A distinction is often made between pure and applied research, ... but there is no doubt that all groups take a sufficiently long-term view ... and that they fail to attach to pure research the importance it deserves ... We shall find we lack the basic knowledge needed for applied research."

It is true that at present there is a scarcity of engineers in France. "The estimates of the numbers needed very considerably; the right number is probably somewhere between the highest and lowest estimates made." While it is absolutely essential to increase the number of engineers, certain new industries require a larger proportion of engineers than some of the older ones which are less developed from the scientific point of view.

The establishment of an institute such as the I. N. S. A. raises not only financial and other problems, but also that of the enrollment of students and recruiting of staff. "The real problem is not to try to divert students from some other nearby school which they would otherwise have attended, but to achieve a very substantial increase in the number of young people choosing scientific subjects ... It is absolutely essential that the number of our "bacheliers" graduating in elementary mathematics and technical studies, who total at present about 11,000 ... should be doubled within the next three or four years ... to serve the needs of French industry as a whole."

Beside this group, which came from the secondary schools, there are also the students who have graduated from technical schools where provision had already been made for their higher technical edu-

cation. "The world of industry is at present in need of two kinds of engineers: engineers with an advanced academic training in science and engineer-technicians who have an equally advanced technical grounding." It would be a mistake not to qualify as engineers those assuming the technical responsibilities involved in high executive and managerial posts.

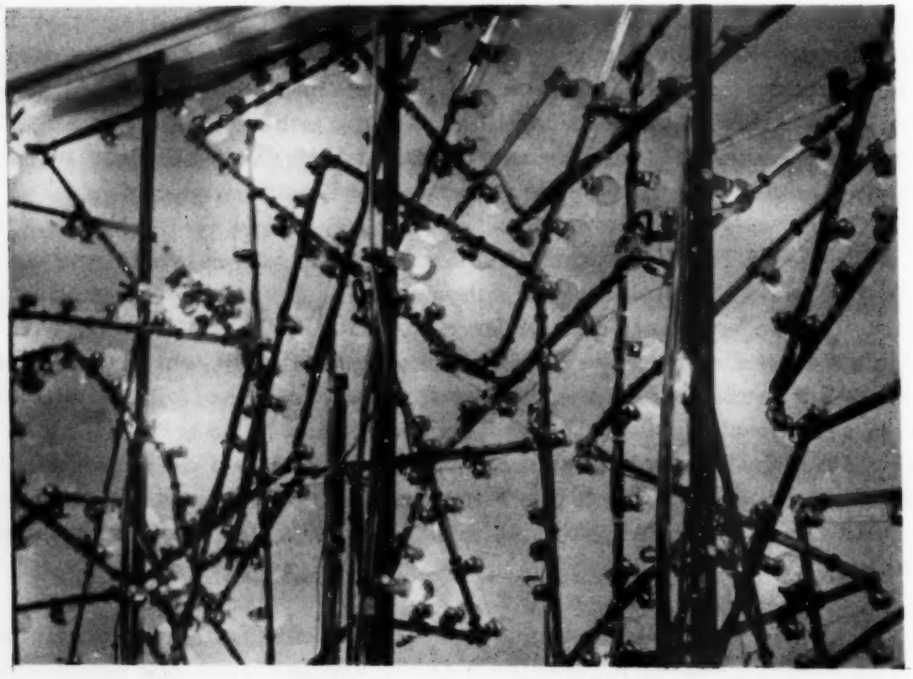
All the above considerations will be borne in mind in the organization of the I. N. S. A. :

"We shall recruit young people who hold the baccalaureat in science or have had an equivalent education of at least as high a standard, without a competitive examination." With competitive examinations candidates are sometimes passed over who, though not outstanding academically, may have other qualities such as a spirit of initiative, efficiency or an orderly mind. This does not mean, however, that there will be no selection.

"I think we shall have to send to all establishments where there are dandidates one or even several boards of examiners, each with its own special field of investigation. These boards will ascertain from the teachers of the highest grades, in which the candidates are to be found, what their school record is like. This will be a direct source of information. The candidate himself will then be interviewed by the board which will consist of two or three members, selected on the basis of their experience. I hope they may include, in addition to members of the teaching staff, an industrialist or an engineer."

"Once the students have been enrolled, the Institute will start with a year of propaedeutics (basic instruction) somewhat similar to the M. P. C. (Mathematics, Physics, Chemistry) of the Faculties, during which students will also receive introductory instruction in practical work, not only in laboratories but in workshops as well, where they will in particular learn mechanical drawing ... These young people should have some knowledge of machining and a thorough knowledge of draftsmanship. The course for science engineers will last five years, and for the others four years, one year of which will be devoted to practical work. I am inclined to think that in the case of the five-year students, special emphasis during one of those years should be laid on laboratory work, for those who are going to do research, or on work in the workshop or enterprise."

With regard to the award of the diploma, M. Capelle says: "I think it would be better if, when the student finished his university course, we were not to confer on him the degree of engineer ourselves, but instead, that we merely saw to it that he had covered the course. The student would then, after his work had been checked for a period of time, be able to show what he is capable of doing and would duly receive the title of engineer."



"I now come to a rather sensitive point: the objections that may be raised to what we are doing. I am referring to the misgivings voiced with regard to the relations between the I. N. S. A. and existing Colleges. It is usually considered that the entrance level in a school is an indication of the quality of its work and of its prestige. That may be true as far as the status of an institution is concerned, which is any case rather a conventional notion, but it is not true as regards its quality. I think the time will come when the prestige of an institution will depend on the quality of its final product."

"What is perhaps a more well-founded objection is based on the fear that the title of engineer may lose something of its value. That fear is shared by all of us for we are all anxious that the full value of the title of engineer should be retained. Furthermore, a distinction should be made between the occupation of engineer and the title of engineer."

The I. N. S. A. intends to follow the example of the Schools for Arts and Crafts (Ecoles d'Arts et Mêtiers) and not to confer the title of engineer indiscriminately on every student when he leaves the Institute. "Whereas the problem in the case of many Colleges is how to enter them, in the case of the I. N. S. A. the student's main problem will be how he leaves it."

Speaking about laboratory work, M. Capelle said that nowadays it was becoming essential to adopt a more productive approach than in the past: "Our schools are isolated units and each one of them has collected all the requisite means of training for the profession with which it is concerned. Such a procedure was acceptable as long as there was no desire first, to train advanced specialists, and second, to train a larger number of people. We thus come gradually to replace the professional concept of the colleges ... by a concept that is independent of the number of specialists in the professions concerned, namely the concept of basic scientific departments."

That does not mean, of course, that the "Conseils d'Administration" should be eliminated or that the professional groups which obviously have more humanities values are to come to an end. The need to safeguard such values in the new system has not been overlooked by the organizers of the I. N. S. A.: "We have considered setting up a modern humanities department which will have the dual purpose of providing a practical training in modern languages and also instruction in certain social and commercial subjects. But other qualities, of a moral character, must also be developed. It is absolutely essential for a number of reasons, including the need for scientific efficiency, that there should be a team spirit among our young people. I want all possible means to be used to inculcate that spirit in them, and I shall entrust the modern humanities department with that task."

M. Capelle showed that, in a much wider sense, the I. N. S. A. was really undertaking a mission: "Our young people must benefit from all the means which will enable them to express their personality, they must be better educated in science and literature

and they must in any case be filled with the conviction that a human task lies before them ... I should like them to have a full awareness of the greatness and dignity of our nation."

In conclusion, M. Capelle touched on the general concept of culture. Such a concept must include a strong feeling of sympathy for humanity, both for the generations of the past and for our fellow-men of today, even though their points of view might be different. "Our young men", he said, "must learn to feel this human sympathy which will break through our national frontiers ... That sympathy is based on moral and spiritual values which we should honor and respect."

Note: Since the Institute opened to students in November, 1957, we have only the weekly program for the first year of courses at this point. We reproduce it below for readers interested in the organization of this first year of general studies.

WEEKLY PROGRAM FOR FIRST YEAR COURSE *

	Mod. humanities	Maths.	Physics	Chemistry	Technology
Lessons		2	2	2	1(mechanics)
Practical work		1	3	4	3(workshops)
Lectures	3	2	2	1	(drawing 5(and (technology
Total	3	5	7	7	9

* The program covers 32 weeks

NEWS FROM FRENCH ACADEMIC LIFE

MEDICAL STUDIES PROPOSED REFORMS:

Under the chairmanship of Professor Robert Debré, the Inter-Ministerial Commission appointed to study problems of medical education, the hospital system and health and social program began its work in October, 1956. In July, 1957, it submitted to the Ministers concerned a preliminary bill, the main features of which are given below.

The main purpose of this law is to bring about a closer co-operation in all spheres of medical activity between the Medical Faculties and the hospitals of university towns in which future doctors acquire most of their medical education and in which medical research is carried on.

Principal changes proposed

1. Changes in the appointment of hospital doctors and in the organization of medical studies. Under the proposed law, hospital administrations would retain their autonomy, but hospital and university titles would be placed on the same level. The competitive examination for non-resident medical students (concours d'externat) would be integrated with the medical studies. From the third year onwards all students would serve as hospital assistants (externes) and would live entirely at the hospital. The examination for resident student (internat) would still be given locally by the hospital, but the resident students (internes) could be appointed as moniteurs (assistant instructors) by the Ministry of National Education. University hospital doctors would be selected on the basis of a national competitive examination held for resident students, and would at the same time be appointed lecturers by the Minister of National Education.

2. Introduction of full-time employment. University hospital doctors would not be allowed to hold a private practitioner's licence. They could, however, be called into consultation by a private practitioner and would also be allotted 5% of the hospital beds for their own personal patients. An intermediate body of doctors, between the hospital doctors and the private practitioners would be set up, however, to preserve the essential link between hospital and urban medicine. In addition, provision would be made, among the specialists' examinations held for certificates awarded after the Doctorate, for an examination in social medicine.

RABELAIS DISCOURSING ON THE "APHORISMES" OF HIPPOCRATES
AT THE UNIVERSITY

(from a bas-relief in the new Faculty of Medicine in Paris)

3. Medical research. Medical students from the beginning of their fourth year, and resident students in hospitals, would be allowed to take courses in research. Research workers will have the same titles and salaries as those specializing in clinical medicine, as set out in the table on page 19.

The various instruments to put the law into effect have already been prepared. They include modifications in the P. C. B. certificate (physics, chemistry and biology) providing for the participation of professors of the Medical Faculties, and changes in the program of studies to the effect that the first year will be reserved for the study of basic subjects.

OBJECTIONS: Hospital staff have offered some objections to the proposals. They have pointed to the danger of the spread of officialism in the medical profession. They have also urged that a solid clinical grounding should be given to students during the second year. Students have mainly commented on the anomaly of retaining the competitive examination for the internat in its present form, while altering the externat.

Minister of Health		Minister of National Education
	CLINICIANS	
Externes	appointed according to results of Faculty examinations including an examination in normal and pathological semeiology	
Internes	many of whom are also - - -	Clinical assistants (moniteurs de clinique)
Assistants (instructors)	all of whom are also - - - -	Chefs de clinique (Heads of clinic)
Heads of service (physicians, surgeons, hospital specialists)	all of whom are either - - -	Maîtres de conferences (lecturers)
	no change for - - - - - - - -	Professors
	BIOLOGISTS	
Some students, both "internes" and "externes"	postgraduate students as	Moniteurs de biologie (assistants in biology)
Instructors in biology	all of whom are also - -	Chefs de travaux
Heads of service	all of whom are also - -	Maitres de conferences (lecturers)
	no change for - - - - -	Professors

RESEARCH WORKERS

No changes proposed, the order remaining as follows: stagiaire, attaché, chargé de recherches, maître and Directeur de recherches (of the Institut National d'Hygiene or the Centre National de la Recherche Scientifique); however, the number of posts would be increased as a result of the development of research units in hospitals of university towns and transfers to the teaching staff would be possible as from the title of master of research.

EVENTS- - - -

Beginning of the new school year, October 1957:

More than eight and a half million children, i. e. nearly one fifth of the entire French population, were enrolled in the primary, secondary and technical schools for the new school year. Seven million went into the public schools and one and a half million into the private schools. In view of this considerable increase in numbers as compared with the past year, France has two problems to solve. The more difficult of the two is probably the insufficient number of teaching staff, particularly of science teachers, who are absorbed in large numbers in industry. The other problem is that of housing. Although since January 1st, 1957, fourteen billion francs have been spent on school construction, a very great deal remains to be done.

Inauguration of the new Faculty of Sciences at Dijon: the new Faculty of Sciences of Dijon was inaugurated by Monsieur René Billères, Minister of National Education, on the hill of Montmusard, on October 12th, 1957. This marks only the first stage of the construction of the new University which will consist of various buildings surrounded by gardens and sports fields.

The new Faculty has thirteen lecture halls, 144 workrooms and laboratories and specialized libraries.

During the inauguration ceremony, several honorary Doctor's degrees were conferred in the presence of Monsieur Gaston Berger, Director of Higher Education, including one to J. W. Fulbright, Senator from Arkansas.

In the course of an important speech, Monsieur Billères announced that in 1958 twenty-one higher education centers and three new science faculties in Nice, Nantes and Reims respectively would be constructed. He also stated that two new institutes of applied sciences were to be set up at Lille and Toulouse and three schools of engineering at Bordeaux, Clermont-Ferrand and Le Havre.

Conference at Grenoble. On November 1st, 2nd and 3rd, 1956, a conference was held at Caen on "Research and Scientific Education". The "Friends of the University" of Grenoble (Les Amis de l'Université de Grenoble) in the same spirit organized on October 3rd, 4th and 5th, 1957, a new conference on the general problem of contacts between the University and Industry in the field of research. During the inaugural meeting, the chairman, M. Mendes-France, delivered a speech in the course of which he said that "the role of the State must be to act as a stimulus rather than as the instrument..... Our prosperity, the place we hold in Europe, even our relations with States and Overseas Territories depend to a very great extent on the vitality of our scientific research in France".

Gaston Berger, Director of Higher Education, speaking on behalf of the Minister of National Education, pointed out the efforts made by the State, and announced that six scientific University Colleges were being set up in the provinces as well as three new science faculties at Nantes, Reims and Nice respectively, to be completed by 1961.

Three committees appointed by the Conference examined the large number of communications submitted to them, produced resolutions in the form of twelve articles dealing mainly with the four following points:

- the need for greater flexibility in the rules governing the budgetary administration of Faculties and Laboratories;

- free relationships between research workers and enterprises;

- the development of the training of research workers, engineers and technicians;

- the important part played by the human sciences in the development of a modern economy.

International Congress on Radioactive Isotopes. At the congress on radioactive isotopes held in September at the new Faculty of Medicine in Paris, Professor Bugnard, Director of the National Institute of Hygiene, announced that it is now possible to treat successfully certain forms of cancer by grafting radio-active isotopes in the body.

International Cultural Festival of the National Union of French Students

To commemorate its 50th anniversary the Union Nationale des Etudiants de France organized an international cultural festival in Paris from September 10th to 15th, 1957. One thousand and two hundred representatives from twenty countries, attended the festival.

A group of students from Grenoble explain the student's beret known as a faluche to a Mongolian and a Jamaican student.

A letter published in "Le Monde":

Monsieur Lichnerowicz, professor at the College de France, has published a letter in Le Monde on "Reconciliation in Higher Education", in which he recalls the suggestions made by the National Association for Scientific Development in Relation to Education. In particular he recommends that University propaedeutic classes should be discontinued in their present form and should be brought into line, educationally but not scientifically, with the present higher mathematics classes. Those who are turned down in the competitive examinations for the grandes écoles (specialized higher educational institutions) must be made use of by the nation, which above all, lacks men. Monsieur Lichnerowicz stresses the need for developing basic research, as "technical research, unless it rests on sound and efficient basic research, is nothing more than research for something that is nearly known already".

APPOINTMENTS

ACADEMY OF FRENCH WEST AFRICA (Academie d'Afrique Occidentale Française):

Monsieur L. Paye, Director of the University Service for Relations with Abroad and Overseas France at the Ministry of National Education, has been appointed, as from September 1st, 1957, Rector of the Academy of French West Africa and President of the Council of the University of Dakar.

NATIONAL CENTER OF SCIENTIFIC RESEARCH (Centre National de la Recherche Scientifique):

Monsieur Jean Coulomb, Professor of the Paris Faculty of Sciences, Director of the Institut de Physique du Globe and Deputy Director of the National Center of Scientific Research, has been appointed Director of the Centre. He is replacing Monsieur Dupouy.

NEW DIRECTOR OF FRANCE'S MUSEUMS

Monsieur Edmond Sidet, administrateur civil de classe exceptionelle, has been appointed Director of the Museums of France as from September 24th, 1957. He replaces Monsieur Georges Salles.

INFORMATION:

Access to the University without the Baccalaureat: Until recently no one could work for a University degree without having passed the baccalauréat examination. Public courses of lectures of the various Faculties could be attended by persons who had been admitted as students but they did not have the right to register as undergraduates for the purpose of obtaining a degree, whether for literary or for medical and scientific studies. However, a decree issued on November 27th, 1956, provided for exemption from the baccalauréat for persons wishing to study in branches of education or in educational institutions coming under the Ministry of National Education. Five orders issued on April 5th, 1957, contained the necessary instructions for the implementation of the Decree, which came into force in November, 1957.

Holders of certain diplomas deemed to be equivalent to the baccalauréat and those who pass an examination specially organized by each Faculty will be allowed to engage in higher studies without taking the baccalauréat. Candidates will have to be at least 21 years of age, and, should they have already taken the examination for the baccalauréat, at least 25 years of age. Candidates will be allowed to take the examination only twice.

Whatever the subject taken by the candidate, the examination must include an interview of the candidate by a board of examiners so that his aptitudes and the extent of his knowledge may be determined, and a general essay showing his powers of reflection and the quality of his composition and style. The examination will also include a number of written tests.

Dental research. At the Congress of the International Dental Federation, held in Rome in September, 1957, the Villain prize was awarded jointly to Professor Izard of France and Professor Sheldon Friel of Ireland for having made the most important discoveries of the year in the field of odontology.

Nuclear Studies Center at Saclay. The greatest scientific research instrument in France, the fourth in the world, has begun to operate. It is a proton-synchroton, a member of the particle accelerator groups, which was begun three years ago and cost 4 billion francs. It will be operated by a team of 60 people and its operating costs will be one and a half billion francs a year.

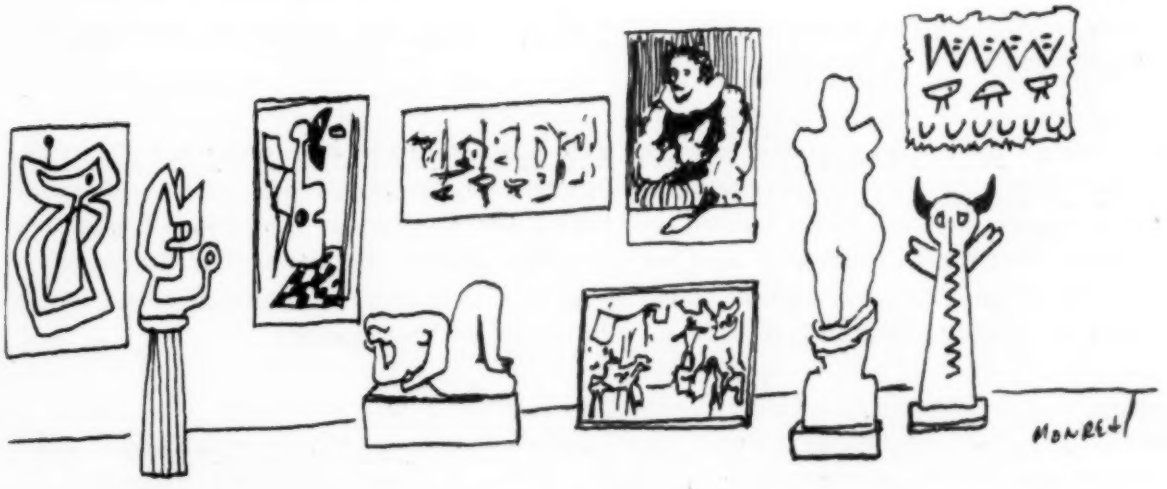
Literary Evenings at the "Comédie-Française":

The literary Monday evenings organized by Madame Dussane and produced by Jean Piat have been resumed at the Salle Richelieu. The program is as follows:

"L'Angoisse de Beaudelaire" - November 4th and 11th
"Les orages de Victor Hugo" - January 6th and 13th
"L'Univers de Balzac" - March 3rd and 10th
"La Solitude de Verlaine" - April 28th and May 5th.

Course of public lectures of the general history of art at the Louvre Museum. The Rachel Boyer Foundation announces the opening of a free and public course of lessons on the general history of art. The course, which is being given for the benefit of both the French and foreign public, will be held at the Ecole du Louvre, from September 26th, 1957, to June 26th, 1958. It will consist of 34 lessons, illustrated with projections, giving a general outline of the archeology and history of art in France and abroad from prehistoric to modern times. At the end of the course, those who attended will be given the opportunity to take an examination and will be awarded a certificate if they pass.

New Association of Professors of Archeology and History of Art of the University: the newly-formed Association des Professeurs d'archéologie et d'histoire de l'art de l'Université (A. P. A. H. A. U.) which has elected as its president Monsieur Charles Picard, "membre de l'Institut" and Director of the "Institut d'Art et d'Archeologie", held its first meeting in October, 1956. The aim of this new association is to establish contacts between professors teaching the history of art and archeology in the Faculties of Letters and thereby to help solve the many problems of organization involved in such teaching. The Association will also promote the study of the history of art and publicize the result of such study on the national and international level. The Association hopes to improve and multiply working opportunities for holders of diplomas in archeology and history of art and to undertake a study of the "monuments inventory" of France.



RECENT DEVELOPMENT IN HIGHER EDUCATION

The University of Dakar. The Institute of Higher Studies of Dakar, established in 1950, was transformed by a Decree of February 1957, into a State University. This new University which at present comprises a Law Faculty, a Science Faculty, a Faculty of Letters and a National School of Medicine and Pharmacy, came into existence in November, 1957.

The Statutes of the University of Dakar are similar to those of corresponding institutions in metropolitan France, and its teaching staff form part of the teaching body of the Universities of metropolitan France.

Research Laboratories of the Paris Faculty of Sciences. The new research laboratories of the Paris Faculty of Sciences in the Vallée de Chevreuse, at Orsay, will be completed in 1958. They will accommodate some 300 research workers and technicians, who will carry on research work exclusively in the field of nuclear energy.

New school for the use of atomic energy. The Ministry of the Navy is to open a school for the study of the uses of atomic energy at Cherbourg. Until work on the school is finished, a group of naval officers will be studying at the Institut National des Sciences Nucléaires at Saclay.

National Center for Student Help (Centre National des Oeuvres Universitaires et Scolaires). A Decree of January 14th, 1957, defines the organization of the social services for students. The headquarters of the National Center is in Paris. The Center is under the auspices of the Ministry of National Education. M. Babin, Rector of the University of Strasbourg, also acts as Director of the Center.

International Center for Higher Training in Journalism. The first session of the Strasbourg International Center for training in journalism was held from October 15th to November 23rd, 1957, at Strasbourg. Discussion dealt mainly with the differences in the methods of teaching journalism (written, spoken and televised) in different countries. Numerous personalities and the French and foreign specialists took part in the discussion, including Professor Hulten of the University of California at Berkeley.

Higher Education Scholarships. Four thousand additional higher education scholarships will be awarded in January, 1958, and four thousand others in November, 1958. This represents an increase of 25% in the total number. In addition, the average amount of the scholarships will be raised from 120,000 to 140,000 francs.

Law Faculties (Facultés de droit) change their name. The development of the economic aspects of the juridical studies has caused the Ministry of National Education to rename institutions where such studies are carried on. By a Decree of April 30th, 1957, Faculties of Law are to be renamed Faculties of Law and Economic Sciences. The Faculty of Strasbourg has been renamed "Faculty of Law and of Economic and Political Sciences".

The activities of the Center for the Administration of Enterprises of Paris University are to be extended by the organization of "séminaires de perfectionnement." These courses will be given in the evening and will be only for persons holding recruiting or administrative functions.

School for Electronic Engineers at Grenoble. This school opened in October, 1957. The duration of the courses will be four years, during three of which students will specialize in electronics. An Electronic Engineer's diploma will be awarded. Candidates must hold the scientific baccalauréat or some equivalent qualification for the purpose of studying for the degree of Licencié ès sciences.

University of Toulouse

- An Institute of Prehistoric Art was established at the University of Toulouse by a Decree of October 14th, 1957.

- An Institute for Numerical Computation was established at the University of Toulouse on October 16th, 1957.

University of Paris. An Institute for the study of Economic and Social Development has been set up at the University of Paris.

The International Institute of Hebrew Studies has announced that courses will be resumed on November 14th, 1957 , at 20, rue Servandoni, Paris 6.

Changes in the history course of study. The course of study in history in secondary schools had been radically changed. An order of July 19th, 1957, outlines the new program.

SECONDARY EDUCATION

CHANGES IN THE PROGRAM OF STUDY IN THE PHYSICAL SCIENCES

note: on October 1st, 1957, the new program in the physical sciences came into effect. The program of classes preparing for the baccalaureat are here listed in full: classes de première and classes de mathématiques et Sciences expérimentales (physical sciences).

The Baccalauréat

It should be remembered that the Baccalauréat is the examination which marks the end of secondary studies in France. It consists of two parts, the first is given at the end of the classe de première and the second at the end of the mathematics, physical science and philosophy classes. The average age of candidates for the second part is 18 years.

Just as in the second part the students are divided into three sections according to their courses of study (philosophy, mathematics, physical sciences), the classes de premières are divided into "Classical" and "Modern" sections. The so-called "modern studies" (sections A', C, C', M') have broader science programs, while the classical sections (A and B) have more developed programs in the humanities.

The written examinations in physical sciences consist of three questions de cours chosen by the candidate and one problem. Here are some sample questions given to candidates in recent examinations:

classe de première:- Action of a magnetic field on a current;
- Electrolysis; Faraday's laws.

classe de mathématiques:- Principle of continuous current dynamos;
- Physical properties of musical sounds.

classe de Sciences expérimentales (physical sciences):- Acetaldehyde.

CLASSE DE PREMIERE

Questions in the written part of the baccalaureat will not concern paragraphs marked with an asterisk.

PHYSICS

(Sections A', C, C', M')

ELECTRICITY

The current as defined by its effects; direction of current.

Qualitative study of electrolysis.

*Electrification experiments; the two kinds of electricity. Nature of the electric current in metal conductors and in electrolytes.

Quantitative study of electrolysis, quantity of electricity; intensity of current; the coulomb; the ampere; value in coulombs of the electron charge.

*Examples of conversions of work into heat and of heat into work. The joule: quantitative unit of heat.

Heat given off in a conductor when a current is passing through it; Joule's law, resistance; the ohm. Resistance of a homogeneous cylindrical conductor; variation of resistance with temperature.

Application of Joule's law; equilibrium temperature of a wire through which a current is passing; heating; incandescent lighting.

*Generators, electromotive force, the volt. Current consumers, counter-electromotive force. Difference of potential between two points in a circuit. Ohm's law.

Distribution of a current between several resistances in parallel. Equivalent resistance. Shunts. Use of voltmeters. (1)

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(1) Resistance measures and electromotive force may be studied only as practical work.

Experiment with polarization of voltameters; application to accumulators; batteries.

MAGNETISM

Magnet defined by its effects; magnetic masses. Coulomb's law in a vacuum or in air.

Magnetic field in spatial sense; vector of magnetic induction, relation $\vec{f} = m\vec{B}$; magnetic tracing. Uniform induction field; effect of uniform induction field on a magnet; magnetic moment.

*Terrestrial magnetic field; horizontal component; definition of magnetic variation.

ELECTROMAGNETISM

Experimental study of magnetic field created by a current. Proportionality of induction to the intensity of a current in a vacuum or in air. Solenoid: an approximate expression for the induction within a solenoid. Action of uniform induction on a current; Laplace's law. Action of electromagnetic forces; flux of induction; the weber.

Electromagnetic induction.

*Qualitative experiments in the magnetization of iron and steel; electromagnets.

The galvanometer, ammeter, voltmeter with moving coil.

Interaction of two rectilinear parallel currents; legal definition of the ampere.

OPTICS

Rectilinear propagation of light.

Laws of reflection; plane mirrors.

Laws of reflection; refraction limit; total and partial reflection.

Images in a plane refracting medium.

*Path of a ray of light in the case of a sheet with parallel surfaces; case of a thin sheet.
surfaces; case of

Deviation of light by a prism; dispersion of white light.

Thin spherical lenses; path of rays; images; formulae; convergence.

*Simplified eye showing mechanism of accomodation only.

Magnifying glass; power, enlargement; expression of power and of commercial enlargement.

Principle of the microscope; power; commercial enlarging devices.

Principle of the astronomical telescope; enlargement.

CLASSE DE PREMIERE

PHYSICS
(Sections A and B)

ELECTRICITY

The current as defined by its effects; direction of current.

Qualitative study of electrolysis.

Electrification experiments; the two kinds of electricity. Nature of the electric current in metal conductors and in electrolytes.

Quantitative study of electrolysis, quantity of electricity; intensity of current; the coulomb; the ampere; value in coulombs of the electron charge.

Examples of conversions of work into heat and of heat into work. The joule: quantitative unit of heat.

Heat given off in a conductor when a current is passing through it; Joule's law, resistance; the ohm. Application of Joule's law; equilibrium temperature of a wire through which a current is passing; heating. Incandescent lighting.

Generators, electromotive force, the volt. Current consumers, counter-electromotive force. Difference of potential between two points in a circuit. Ohm's law. Use of voltmeter.

Experiment with polarization of voltameters.

MAGNETISM AND ELECTROMAGNETISM

Magnet defined by its effects; magnetic mass.

Spatial magnetic field; vector induction.

Oersted's experiment. Field of a solenoid. Action of a uniform induction on a rectilinear conductor through which a current is passing.

OPTICS

Rectilinear propagation of light.

Laws of reflection; images in a plane mirror.

Laws of refraction; refraction limit; partial and total reflection.

Thin lenses; experimental study; construction of images; examples of application.

CLASSE DE MATHEMATIQUES

PHYSICS

DYNAMICS

Fall of bodies in a vacuum and in the air.

Direct experimental study of free fall.

*Dynamic effects of forces acting on a material point.

*Proportion of forces to accelerations.

*Concept of mass.

*Basic relations of dynamics; cases of gravity.

*Principle of inertia.

*Application of fundamental relation to uniform circular move ment and to sinusoidal rectilinear movement.

*Concepts of the mechanics of systems of material points: internal and external forces. Statement of the theorem of movement of the center of gravity; application to an animated solid of a movement of translation; oscillations of translation of a heavy body suspended to a spring.

*Proportion of the torque to the angular accelerations in the rotation of a material point around an axis.

*Concept of moment of inertia. Fundamental relationship of applied dynamics to the rotation of a solid object around an axis. Application of rotation to sinusoidal movement; torsion pendulum.

*The system of M. K. S. units (in this connection the general composition of a units system should be explained).

Statement of the theorem of kinetic energy; application to a solid undergoing translation or rotation.

Resistance of the air, limit of speed; *applications.

Gravity pendulum. Experimental study. Limiting case of simple pendulum.

* Momentum and moment of momentum; very simple applications.

ENERGY

Potential mechanical energy of a system. Mutual transformations of potential and kinetic mechanical energies.

Principle of the initial and of the final state; equivalence of heat and work.

*Various forms of energy; their mutual transformations.

*Principle of the conservation of energy. Inertia of energy; Einstein's theory of relativity.

*Heat engines: principle of operation of reciprocating steam engine and of the four-stroke internal combustion engine. Indicated power. Effective power; Prony's brake. Termal efficiency and industrial efficiency. Carnot's principle; Carnot's theorem.

PERIODIC PHENOMENA

General aspects and application to accoustics. Definition of periodic motion; period; frequency. Cases of sinusoidal motion; pulsation, phase (the latter notion may be introduced when the projection of a uniformly rotating vector on a fixed axis is taken up).

Propagation of a disturbance and of a vibrating sinusoidal motion. Speed of propagation; wave-length.

Vibratory nature of sound; velocity of sound, its value (without experimental determination).

Influence of the relative movement of the source of sound and of the observer on the frequency of the sound perceived by him.

Composition of vibratory movements of the same period and direction; Fresnel's rule. Interference phenomena.

Stationary waves.

*Brief outline of facts about forced vibrations and resonance.

Application to vibrating strings and organ pipes.

Physiological properties of musical sounds: intensity, pitch, tone.

PHYSICAL OPTICS. Experiment to be carried out on interferences with non-localized fringes. Vibratory nature of light, speed, length of wave. Existence of infra-red and ultra-violet rays.

Experiment on rectilinear polarization; transversal nature of light vibrations.

Influence of the relative movement of the source and the observer. Doppler effect.

Electricity and corpuscular phenomena. Auto-induction, unity of inductance, the henry.

Condenser principle; unity of capacity, the farad.

Electric field between the plates of a plane condenser.

Definition of alternating current and experimental study of its properties; instantaneous intensity and effective intensity. Instantaneous difference of potential or tension and effective difference of potential (or tension).

Study of influence of inductance and of capacity. Impedance of a part of a circuit (attention being confined to a part of a circuit having neither generator nor motor; by means of Fresnel's rule, an expression is determined for the difference of potential between the extremities of that part of the circuit as a function of its characteristics and those of the current).

Average power; power factor.

Principle of production of an electromotive alternating force by induction.

*Nature of transformers; transmission of energy.

Electric oscillations; propagation of electromagnetic waves.

Thermoelectronic effects; the diode.

Photoelectric effect (limited to the emission of electrons by a pure metal in a vacuum); interpretation of the phenomenon.

Acceleration of electrons by an electric field. Cathode rays (beam of electrons).

X-rays.

Structure of the atom: atomic number; nucleus, proton, neutron; charge number ans mass number; definition of isotopes; radioactivity.

$\alpha\beta$ - and $\beta+$; nature of radiation γ, radioactive period.

Electromagnetic radiations: general outline.

CLASSE DE SCIENCES EXPERIMENTALES

PHYSICS

DYNAMICS

Fall of bodies in a vacuum and in the air.

Direct experimental study of free fall.

*Dynamic effects of forces acting on a material point. Proportion of forces to accelerations. Concept of mass.

*Basic relations of dynamics; cases of gravity.

*Application of fundamental relation to uniform circular movement and to sinusoidal rectilinear movement.

*Concepts of the mechanics of systems of material points: internal and external forces. Statement of the theorem of movement of the center of gravity; application to an animated solid of a movement of translation.

*Proportion of the torque to the angular accelerations in the rotation of a material point around an axis.

*The system of M. K. S. units (in this connection the general composition of a units system should be explained).

Statement of the theorem of kinetic energy; application to a solid undergoing translation or rotation.

Gravity pendulum. Experimental study. Limiting case of simple pendulum.

ENERGY

Potential mechanical energy of a system. Mutual transformations of potential and kinetic mechanical energies.

Principle of the initial and of the final state; equivalence of heat and work.

*Various forms of energy; their mutual transformations.

*Principle of the conservation of energy.

*Heat engines: principle of operation of reciprocating steam engine and of the four-stroke internal combustion engine.

*Indicated power. Effective power. Termal efficiency and industrial efficiency. Concept of Carnot's principle.

PERIODIC PHENOMENA

General aspects and application to accoustics. Definition of periodic motion; period; frequency. Cases of sinusoidal motion; pulsation, phase (the latter notion may be introduced when the projection of a uniformly rotating vector on a fixed axis is taken up).

Propagation of a disturbance and of a vibrating sinusoidal motion. Speed of propagation; wave-lengths.

Vibratory nature of sound; velocity of sound (without experimental determination).

Composition of vibratory movements of the same period and direction. Interference phenomena.

Stationary waves: brief outline of facts.

*Brief outline of facts about forced vibrations and resonance.

Physiological properties of musical sounds: intensity, pitch, tone.

OPTICS. Experiment to be carried out on interferences with non-localized fringes. Vibratory nature of light.

Experiment on rectilinear polarization; transversal nature of vibrations.

ELECTRICITY. Electromagnetic induction, auto-induction, unity of inductance, the henry.

Condenser principle; unity of capacity, the farad.

Definition of alternating current and experimental study of its properties; instantaneous intensity and effective intensity. Instantaneous difference of potential or tension and effective difference

of potential (or tension).

Experimental and purely qualitative study of influence of inductance and of capacity.

*Average power; power factor.

*Principle of production of an electromotive alternating force by induction.

Electric oscillations. Electronic emissions (thermo-electronic and photoelectric effects); cathode rays.

X-rays.

Radioactive bodies. Concepts of structure of the atom: atomic number; proton, neutron; charge number and mass number; definition of isotopes.

Electromagnetic radiations: general outline.

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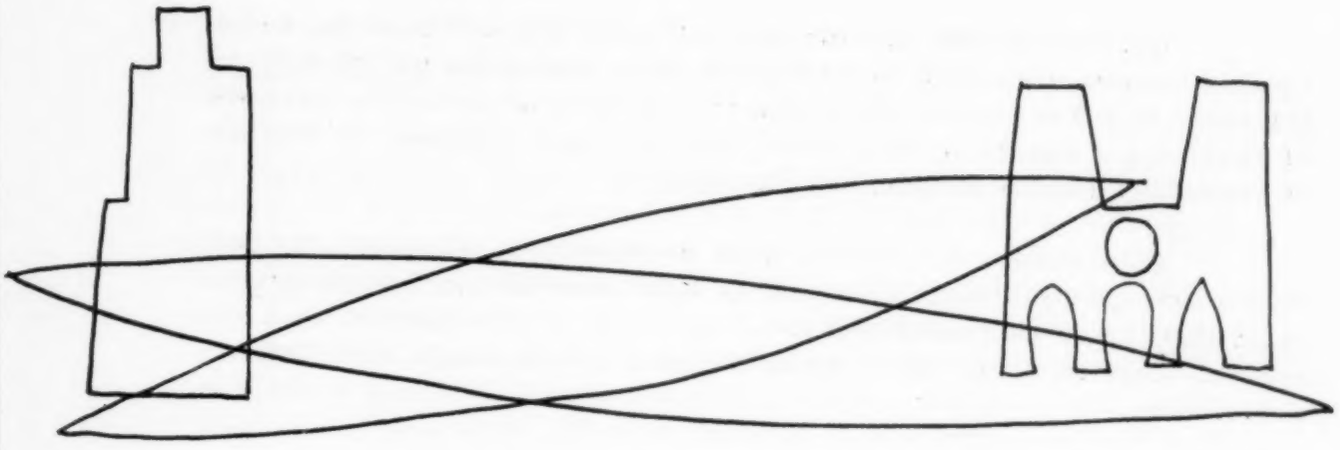


FRANCO - AMERICAN CULTURAL EXCHANGES

STUDIES IN FRANCE

A. Entrance Examinations for foreign students for the Faculties and other higher educational institutions were reorganized by the following order (Arrêté) of May 31st, 1957:

Candidates who are foreign nationals and who have passed a special examination shall be exempted from taking the baccalauréat for entry to a Faculty or other educational institution for the purpose of receiving a degree or title other than the State diplomas of Doctor of Medicine, Dental Surgeon or Pharmacist.

Candidates who, for motives deemed to be adequate, do not hold a foreign certificate accepted as equivalent to the French baccalauréat, shall be authorized to sit for such an examination by a special decision of the Minister of National Education in each individual case.

Candidates who are foreign nationals and who benefit from the provisions of the Decree of November 27th, 1956 (which lays down the conditions on which French students wishing to enter higher educational institutions are exempted from taking the baccalauréat) may not sit for the examination.

The examination session will be held yearly in May. The oral tests may be taken only during the session at which the candidate was authorized to take them.

Candidates may register for the examination from March 15th to April 15th, the examination will take place during the second half of May.

Applications to sit for the examination must be submitted at the secretariat of the institution concerned for transmission to the Minister of National Education for his decision.

Every candidate must submit or cause to be submitted, within the prescribed time, to the secretariat of the institution concerned, the following documents:

An application for admission written in his own hand entirely, signed with his surname and first names, and stating what studies he wishes to undertake and the reasons for which he did not obtain a foreign diploma recognized as corresponding to the baccalauréat;

A birth certificate;
A certificate of nationality;
A report by the candidate specifying what studies he has done, the educational institutions he attended, the diplomas he has gained and the professional activities he has engaged in.

- The program of this examination is available upon request at The French Cultural Services.

B. An Experiment in Secondary Education: An experiment worth noting has been in progress for the past three years at the Lycée de Chateauroux in collaboration with the college of the United States base two miles outside the town. The Ministry of National Education authorized first the opening of two elementary school bilingual classes - the eighth and the seventh class - and subsequently of two secondary school bilingual classes - a sixth classical and a fifth classical. Two very different systems of teaching are used with the pupils, the American system for the teaching of English and the French system for the rest of the syllabus. From the sixth class upwards, Latin is also taught. This experiment during the past three years in secondary classical bilingual classes has shown that it is easier to teach classics in the bilingual classes.

C. The American College at the University of Montpellier: The American College is for American students, its classes are conducted in the American manner, and the American system of testing and marking is used. Through the participation of Hillyer College in the American College program, the courses are fully accredited and transferable to any College in the United States. Seniors who may wish to apply are advised that no American College or University will grant a degree to a student who has not spent the last year in residence.

Upon successful completion of the one-year program, students of the College receive the "Diplôme d'Etudes Françaises" which certifies that they are qualified to teach the French language on the elementary and intermediate levels.

All information concerning admission, application, tuition and program of study are available upon request at the French Cultural Services.

COMMEMORATION CEREMONY IN THE PIERPONT MORGAN LIBRARY

In commemoration of the seven hundredth anniversary of the Sorbonne, the Medieval Institute of the University of Notre Dame organized a symposium at the Pierpont Morgan Library in New York on October 29th, 1957, under the patronage of His Excellency, Monsieur Hervé Alphand, Ambassador of France. In the course of the ceremony, which was attended by many American and French personalities, speeches were made by Canon Gabriel, Director of the Medieval Institute of the University of Notre Dame, Monseigneur Glorieux, Rector of the Catholic University of Lille, who is a specialist on the history of the Collège de Sorbonne, and Monsieur Edouard Morot-Sir, Cultural Counselor of the French Embassy in New York and Representative in the United States of French Universities.

NEW AMERICAN CULTURAL CENTER IN PARIS:

This Center was opened on November 13th, 1957, at 3, rue du Dragon. It has a library of books on art and medicine. Its library of records contain already more than 1,000 records. A small auditorium seating one hundred persons will be used for lectures, concerts or film showings. In other halls, seminars, organized with the help of French and American personalities, will be held for groups of students chosen from the main university towns.

Fulbright scholars: An official reception was held at the Hotel des Deux-Mondes on the occasion of the arrival in France of young Americans who had been awarded Fulbright scholarships. They were welcomed by representatives of the Cultural Relations Services of the United States Embassy and of the Franco-American Committee for University Exchanges.

THE "OFFICE DU TOURISME UNIVERSITAIRE"

The "Office du Tourisme Universitaire," subsidized organ of the Ministry of National Education, the Ministry of Foreign Affairs, and the National Tourist Office, invites us to convey the following information to our readers:

With the aim of promoting the development of friendly relations between the youth who travel and who remain too often lost in the mob, the Office du Tourisme Universitaire is organizing during the summer of 1958 an experimental trip: France - Italy - the different stays of which will be at youth centers. To stimulate the interest of youth for this new vacation program, the Office du Tourisme Universitaire asks earnestly for the support of the professors; the gratuity of the trip will be offered to each of the professors having gathered together a group of 20 students. The journey will take place on student boats.

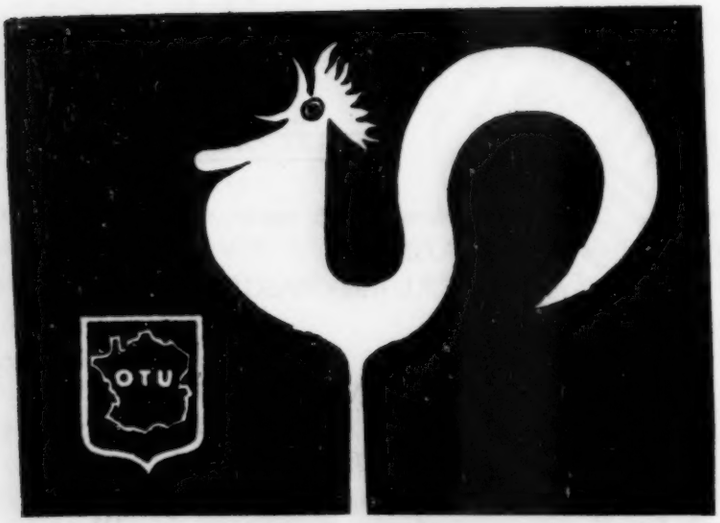
We give here the outline of the program "Mediterranean Culture at Leisure" for the two organized trips. For all information in detail and for registration, the delegate of the Office du Tourisme Universitaire in the United States, Miss Menu, remains at the disposal of the students and professors, at 972 Fifth Avenue in New York.

FIRST STAY

June 28	leave New York on a student boat
July 7-9	HOLLAND
July 9	AMSTERDAM-PARIS by railroad - arriving for dinner
July 9-15	PARIS
July 15	after dinner, PARIS-AVIGNON by railroad
July 15-23	Festival d'AVIGNON
July 23	after lunch, AVIGNON-SAINT AYGULF by railroad
July 23-31	SAINT AYGULF
July 31	in the evening, leave by railroad for FLORENCE
August 1-8	FLORENCE
August 8	in the morning, leave FLORENCE for ROME - arriving for lunch
August 8-16	ROME (residing at the Y. M. C. A.)
August 16	leave ROME for PONZA with the O. T. U. groups
August 16-23	PONZA
August 23	return to ROME with the O. T. U. group
August 23-25	or August 23-28 free days.

SECOND STAY

July 8	leave New York
July 17-24	PARIS (a day extra, but no matter)
July 25- August 1	Festival d'AVIGNON
August 1-8	SAINT AYGULF
August 8-15	FLORENCE
August 15-23	ROME (a day extra)
August 23-30	PONZA
August 30	return to ROME with the O. T. U. group
August 30-?	free days until the date of embarkment.



INTERNATIONAL RECEPTION AND EXCHANGE ORGANIZATIONS IN FRANCE

We think we can help the professors and students by giving here the list of the principal associations in France which will be happy to aid them in the organization of stays, exchanges or of trips to France.

Office du Tourisme Universitaire
137 bld. St. Michel, Paris 5e
(972 Fifth Avenue, New York)

Comité d'Accueil des Elèvès des Ecoles Publiques en voyages d'études
110 rue de Grenelle, Paris 7e
(Committee for the Reception of Public School Pupils on Study Tours)

Comité de Coordination des Associations d'échanges internationaux
7 rue Balzac, Paris 8e

Bureau Français de la Correspondance Scolaire Internationale
29 rue d'Ulm, Paris 5e

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Action International des Jeunes
(International Action of Youth)
3 rue des Colonels-Renards, Paris 17e

Amis du Service civil volontaire international
(Friends of the "Service civil volontaire international")
77 boulevard Jean-Jaures, Clichy

Association culturelle internationale d'accueil universitaire
9 rue Jean Goujon, Paris 8e
(International Cultural Association for the reception of University members)

Association "Rencontre de Jeunes"
("Meeting of Youth" Association)
6 rue Anatole de la Forge, Paris 17e

Bureau Français d'Echanges Internationaux
16 rue Vernet, Paris 8e

Centre d'échanges internationaux
21 rue Beranger, Paris 3e

Centre de Cooperation culturelle et sociale
26 rue Notre-Dame-des-Victoires, Paris 2e

Centre laïque de Tourisme Culturel (ligue de l'Enseignement)
3 rue Récamier, Paris 7e

Cité Club Universitaire
33 Boulevard de Courcelles, Paris 8e

Club des Quatre-Vents (échanges et voyages) (Four Winds Club) (Exchanges and Travel)
1 rue Gozlin, Paris 6e

Club du Centre de Formation Internationale (Centre nautique des Glenans)
(Club of the International Training Center) (Sailing Center at the Glenan Islands)

Concordia (chantiers de travail) (Work camps)
31 avenue Pierre 1er de Serbie, Paris 16e

Confédération des Travailleurs intellectuels de France (Service d'accueil et de Tourisme) (Confederation of Intellectual Workers of France) (Reception and Touring Service)
137 Blvd. St. Michel, Paris 5e

Confédération Nationale de la Famille rurale (Voyages d'études)
(National Confederation of the Rural Family) (Study Tours)
22 rue de la Tour Maubourg, Paris

Entraide Universitaire Française (French Universities Mutual Aid Organization)
6 rue de Tournon, Paris 6e

Fédération des clubs de relations internationales et de groupements d'amis de l'UNESCO (Federation of International Friends of UNESCO)
37 Quai d'Orsay, Paris 7e

Fédération Française de Tourisme Populaire (French Federation of Popular Tourisme)
115 Boulevard Haussmann, Paris 8e

Jeunesse et reconstruction (Youth and Reconstruction)
137 Blvd. St. Michel, Paris 5e

Ligue d'Amitie Internationale (International Friendship League)
48 rue d'Hauteville, Paris 10e

Maison Internationale des Jeunes (International House for Youth)
9 rue Victor-Masse, Paris 9e

Secrétariat international de la Fédération des étudiants catholiques
(International Secretariat of the Federation of Catholic Students)
61 rue Madame, Paris 6e.

The above list was prepared by the Direction Générale de la Jeunesse et des Sports (General Directorate for Youth and Sports).

VISITS TO THE UNITED STATES

Since the list below is far from complete, we should appreciate being notified of visits of other French dignitaries to American colleges and universities. We wish to include such information in this column.

Mademoiselle J. Aviet, Director of the Office du Tourisme Universitaire, during a few weeks' stay in the United States, from September 6th to October 14th, attended the Modern Language Association Congress, the "Experiment in International Living" Congress, and the annual conference of the Council on Student Travel.

Monsieur Blanc Lapierre, professor at the Science Faculty of the University of Algiers, visited the United States from August 10th to September 30th, on the occasion of the 12th General Assembly of the International Scientific Radio Union, held at Boulder, Colorado. He delivered some lectures in Los Angeles and elsewhere and visited several institutions and laboratories of nuclear physics.

Monsieur André Cayeux, chef de travaux at the Paris Faculty of Letters, delivered a series of lectures in the United States between October 1st and October 20th on his special subject: "The measurement of pebbles and grains of sand in geographical studies".

Monsieur Deny, professor at the Faculty of Sciences of the University of Strasbourg, stayed at the Princeton Institute for Advanced Study from September 27th to December 20th, 1957, to carry out some valuable research work.

Monsieur Dufrenoy, professor of the Chair for Agriculture and Plant Biology at the Conservatoire National des Arts et Métiers, Paris, attended the conference on the virus deseases of citrus fruits, held at Riverside, California, from November 18th to 22nd, 1957.

Monseigneur Glorieux, Rector of the Catholic University of Lille, was invited by Caron Gabriel, Director of the Institute of Medieval Studies of the Notre Dame University, Indiana, to visit the Pierpont Morgan Library on the occasion of the 700th anniversary of the Sorbonne. Monseigneur Glorieux, who has published several works on the Sorbonne, gave several lectures on the University of Paris.

Monsieur Ourisson, lecturer at the Institute of Chemistry of the University of Strasbourg, came over to the United States to take part in the Gordon Research Conference of New Hampton, held from August 5th to 9th, 1957.

Do you have any questions about Education in France?

Letter received:

Please send me any information and literature about studies in France at Medical Schools. I intend to continue my studies in medicine in France, but now I don't know what formalities I have to fill out before and about possibilities to study in France.

Sincerely yours,

. . . . .

Answer to above:

. . . These studies consist of seven years work. One preparatory year known as the "P. C. B." at the Faculty of Science of a French university, five years at a Faculty of Medicine, and one year of internship. The entrance requirement to the State Universities is the baccalaureat degree which is awarded to French students at the completion of their secondary studies. Those students with a B. S. degree may usually obtain the equivalence of the baccalaureat and the preparatory year, and begin immediately in the Faculty of Medicine.

A very good knowledge of French is necessary for profitable studies. It is advisable for American students to consult their State Medical Board concerning the transfer of credits. Only French citizens may practice in medicine in France.

I enclose herewith a list of the various Faculties of Medicine in France. In order to apply for admission you should send your birth certificate and its translation, a photostat of your B. A. or B. S. degree and its translation, and a transcript of your college work, to Monsieur le Doyen de la Faculté de . . . . . , asking for permission to enter the University. . . . . .

With respect to "Education in France" No. 1

Following the information published on page 36 of No. 1 of our review, and concerning the creation of a Committee, for the exchange of students, arising from the Direction of vocational education as part of the Ministry of National Education, we have received an interesting communication from Mr. Varchaver, assistant project director at Columbia University, that we make it our duty to tell our readers.

"... As a member and past secretary of the U. S. IAESTE Committee, it was a particular source of pleasure to note on page 36 of this publication a brief comment on the International Association for the Exchange of Students for Technical Experience. Although the article is entitled "A New Committee for Student Exchanges", I should like to bring to your attention and that of your readers that France has been a charter member of this international non-political, non-profit organization since its inception ten years ago. During this period, France has actually participated in the program, receiving and sending out many hundreds of students in the technical and science fields. The only novelty in this situation is purely an administrative one regarding the structure of the French operation of IAESTE.

It may be well worth mentioning that for the past two years the United States has also participated on a nation-wide basis in the IAESTE program as guided by the United States IAESTE Committee and administered by the Institute of International Education. Since 1955, a substantial number of French students have trained in American industry while United States students have been received by French companies.

The idea of international exchange of student trainees in science and engineering is gaining popularity everywhere, including in the United States. In 1957, IAESTE's present 23 member-countries have exchanged a total of over 6,000 student trainees."

We thank Mr. Varchaver for this precision.

BIBLIOGRAPHY

FRENCH EDUCATIONAL REVIEWS AND PUBLICATIONS

- Bulletin Officiel de l'Education National - Collection of Laws and Decrees; weekly, S. E. V. P. E. N., Paris.*

- L'Education Nationale - Weekly review, published by the Ministry of National Education, S. E. V. P. E. N., Paris.*

- Avenirs - Monthly publication of the Bureau Universitaire de Statistique et de Documentation Scolaires et Professionnelles, 29, rue d'Ulm, Paris 5e.

- Revue de l'Enseignement Supérieur (Revue of Higher Education) Quarterly review, S. E. V. P. E. N., Paris. *

- Les Cahiers Pédagogiques pour l'Enseignement du Second Degré (Notes on Educational Training for Secondary Education) - Monthly review, S. E. V. P. E. N., Paris.*

- Bulletin de la Société des Professeurs d'Histoire et de Géographie, de l'Enseignement public (Bulletin of the Society of State Teachers of History and Geography) - Bulletin appearing four times a year; 18, rue de Liège, Paris 9e.

- L'Enseignement Technique (Technical Education) - Issued four times a year. A review published by the Association for the Development of Technical Education, 42, rue de Bellechasse, Paris 7e.

- Revue de l'Enseignement Technique - Published by the Association "Technique, Art. Science"; a monthly review. Direction de l'Enseignement Technique, 34, rue de Chateaudun, Paris 9e.

- Journal des Professeurs de l'Enseignement du Second Degré (Journal of Secondary School Teachers) - Fortnightly. Hachette, 79, boulevard St. Germain, Paris 6e.

- Courrier de la Recherche Pédagogique (Educational Research Courier) - S. E. V. P. E. N., Paris.*

- Vers l'Education Nouvelle (Towards the New Education) - Monthly review; 6, rue Anatole de la Forge, Paris 17e.

- Etudes Pédagogiques et Documents pour la Classe (Studies in Education and Classroom Documents) - Fortnightly; S. E. V. P. E. N., Paris. *

- Journal des Institeurs et Institutrices (Primary School Teachers Journal) - Fortnightly; Nathan, 18 rue Monsieur le Prince, Paris 6e.

- Bulletin d'Informations Economiques, Techniques et Pédagogiques (Bulletin of Economic, Technical and Educational Information - Monthly; Direction de l'Enseignement Technique, 34 rue de Chateaudun, Paris 9e.

- Bulletin de l'Institut National d'Orientation Professionnelle (Bulletin of the National Institute of Vocational Guidance) - 41, rue Gay-Lussac, Paris 5e.

- Les Amis de Sèvres (Friends of Sèvres) - Centre International d'Etudes Pédagogiques, 1, rue Léon Journault, Sèvres (S&O).

- Sauvegarde de l'Enfance (Child Protection) - Review of regional associations for the protection of children and adolescents; 28 Place St. Georges, Paris 9e.

- Réadaptation (Readjustment) - Monthly, published by the National Information Center for Readjustment, 10, rue de Sèvres, Paris 7e.

- Les Cahiers de l'Enfance Inadaptée (The Maladjusted Child) - Published seven times a year; Editions Sudel, 5, rue Palatine, Paris 6e.

- Rééducation - Monthly review, dealing with juvenile delinquents, handicapped children and children in moral danger; 7, rue de Navarre, Paris 5e.

- L'Ecole des Parents et des Educateurs (School for Parents and Educators) - 47, rue de Miromesnil, Paris 8e.

- Les Langues Modernes (Modern Languages) - Bulletin of the Association of Modern Language Teachers of Public Education, Institut Pédagogique National, 29, rue d'Ulm, Paris 5e.

- L'Ecole Libératrice - Weekly issued by the Syndicat National des Instituteurs et Institutrices (National Union of Primary School Teachers), 94, rue de l'Université, Paris 7e.

- L'Education Physique - Review published by the Fédération Française d'Education Physique, 2, rue de Valois, Paris 1er.

- Cahiers Techniques et Pédagogiques, I. N. S. (Technical and Pedagogical Notebooks of the National Institute of Sports) - Review of sports techniques and educational appliances, 1, rue Pergolèse, Paris 16e.

- L'Education Enfantine (Education of Infants) - Monthly review devoted to problems in nursery schools; Librairie F. Nathan, 18, rue Monsieur le Prince, Paris 6e.

- Education et Théâtre (Education and the Theater)
- Education et Vie rurale (Education and Rural Life) - Bimonthly reviews published under the auspices of the Ministry of National Education, 9, rue du Hanovre, Paris 2e, and 8, boulevard Montmartre, Paris 9e.

- Bulletin de Psychologie - Published by the psychology study group of the University of Paris, 17, rue de la Sorbonne, Paris 5e.

- L'Action Laïque - Monthly review, issued by the Ligue française de l'enseignement (French League of Education), 3, rue Récamier, Paris 7e.

* S. E. V. P. E. N. - Service d'Edition et de Vente des Publications de l'Education Nationale, 13, rue du Four, Paris 6e.

PUBLICATIONS OF THE FRENCH CULTURAL SERVICES

(Available upon request)

FRENCH NEWS - November-December 1957: lists new magazines and books received by the library, principal French works translated into English and extensive news of French activity in the field of art; glimpses of French accomplishments in the geophysical year.

FRENCH BIBLIOGRAPHICAL DIGEST

- History III (Roman History by J. Le Gall - no. 23 - Series II - November 1957

- Archaeology by Pierre Amandry

I (Eastern Mediterranean)	no. 20 - Series II -	Dec. 1956
II (The Near East)	no. 21 - Series II -	Sept. 1957
III (Greece)	no. 22 - Series II -	Sept. 1957

- Pharmacy I and II by René Fabre will be ready very soon.

THE STUDY OF ART IN FRANCE

A documentary brochure on the teaching of art in France, covering schools, libraries, and art history courses. Additional information on art publications, handicrafts, etc.

FRENCH UNIVERSITY COURSES FOR FOREIGN STUDENTS
(Undergraduate level)

Description of courses open to all students without educational prerequisites.

TYPICAL REGIONAL AND PERIOD COSTUMES OF FRANCE:

Illustrated bulletin accompanied by a text on the history of costume in France.

NEW BOOKS ON EDUCATION

SCHOOL MANUALS

Should School Manuals be Done Away With? (Faut-il supprimer les manuels scolaires?). A special issue of the magazine "Educateurs", No. 66, published by Fleures, 1956.

The entire issue of the magazine "Educateurs" is devoted to an examination of classroom texts. A study was conducted and is described by Bernadette B. Aumont. It investigated hundreds of works in all subjects for children from six to sixteen. The conclusion was reached that these works are often not well adapted to their purposes, their vocabulary is too abstract, their syntax complicated, and their intellectual and emotional content not appropriate.

The "accusers" are such pioneers in new methods of teaching as Roger Cousinet, Anne Jacques, and C. Freinet. The "defense" is taken up by Marie Fargues in an article entitled "Several Manuals" (Quelques Manuels) by Bernadette B. Aumont in "The History of the School Manual" (Histoire du Manuel Scolaire). There are also articles by Geneviève Taisne on "The Editing of a Manual" (L'Edition du Manuel), by A. Conquet on the writing and use of manuals in the United States, and by P. B. Dupuis on Soviet planning.

There is no "verdict" given, but the jury of educators, parents, and all those who are interested in education, will find the entire problem explained in this booklet.

MARCHAND, Max, "Mental Hygiene for the Teacher" (Hygiène de l'Educateur)

The relationship between teacher and the pupil - an essay on practical education. Printed at the Presses Universitaires de France, 1957; 136 pages.

A simple, but warmly written, enthusiastic book. A study of the different relationships between teachers and pupils, and an outline of the ideal teacher-student relationship, founded on mutual love and respect. A study of the methods of arriving at this end, a kind of mental hygiene manual.

LEON, Antoine, "Psychopedagogy and guidance". (Psychopédagogie de l'Orientation Professionnelle). Printed by the Presses Universitaires de France. 1957, 19/12, 131 pages. In the Collection "Nouvelle Encyclopédie Pédagogique".

Monsieur Léon is a professor at the Ecole Normale Nationale d'Apprentissage de Paris and is also advisor to the research department of the National Institute of Guidance (L'Institut National d'Orientation Professionnelle).